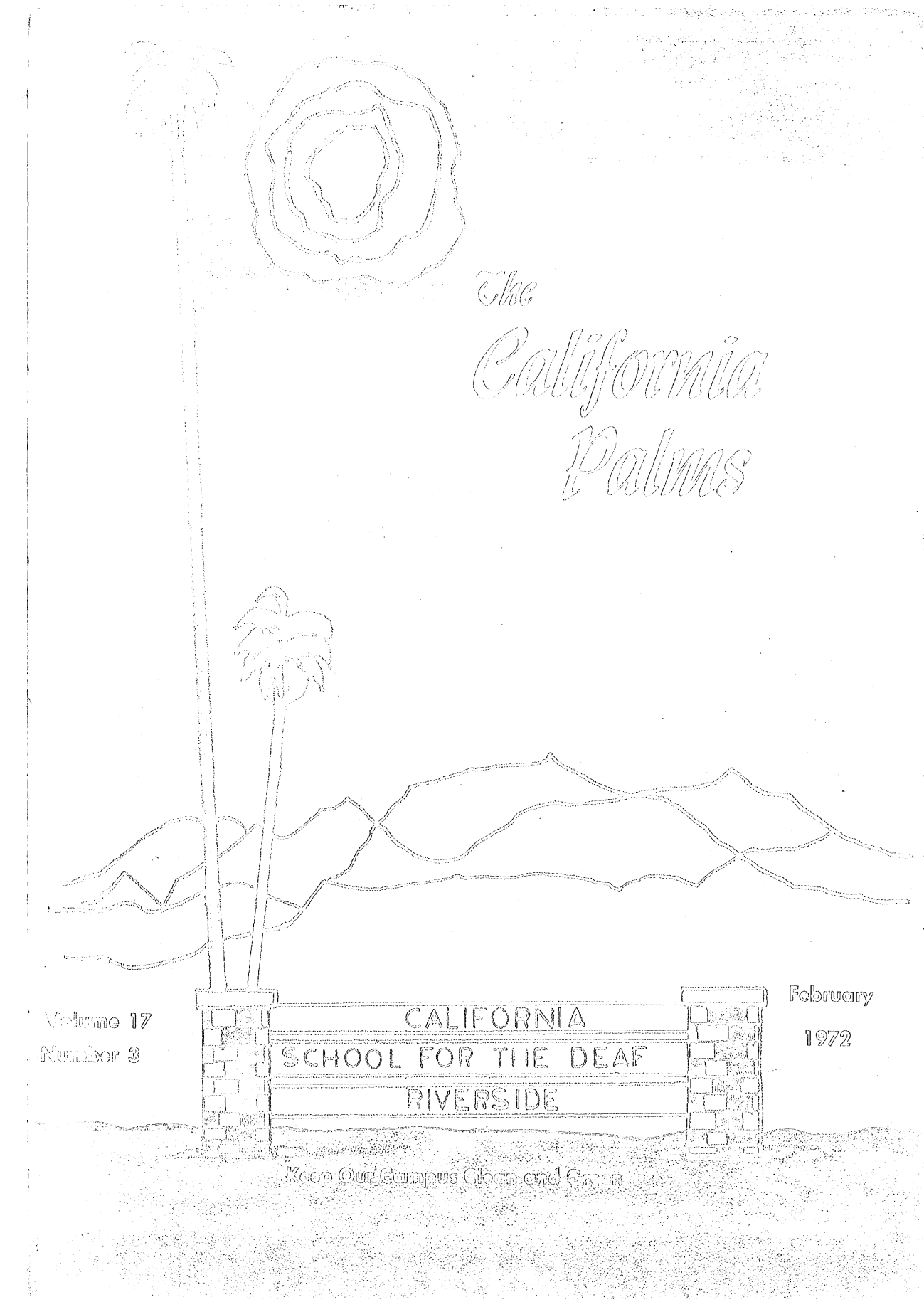


The California Palms

Volume 17
Number 3

February
1972

Keep Our Campus Clean and Green

CALIFORNIA SCHOOL FOR THE DEAF, RIVERSIDE

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Calendar of Events

MARCH

4 Explorer Post 18 overnight campout
11 Girl Scout Troop 337 to San Diego
14 Student Body Government installation of officers
16 Boy Scout Troop 18 and Girl Scout Troop 337 skating party
31 Parent Visiting Day
Vocational Assembly
School closes for spring vacation

APRIL

9 Students return
22 Girl Scout Troop 337 trip to Lion Country
28 Parent Visiting Day

Curriculum Workshop for the Deaf Multi-handicapped Unit

By Les Rudy, DMHU Principal, and Tim Jaech, DMHU Teacher

The Deaf Multi-handicapped Unit was established at the California School for the Deaf, Riverside, in 1969. Since that time, the teaching staff has been developing a curriculum for the pupils they serve. Curricula, ideally, should follow specific categories and continuums. Textbooks provide teachers with a body of knowledge; a curriculum is more specific in that it recognizes specific needs for different children and may provide more than one set of teaching procedures for any given objective. Thus, procedures included in our curriculum were written with the idea that they would be modified and added to during future curriculum committee meetings.

The teaching staff was divided into two groups with a chairman for each group. It was initially thought, and still is, that the areas of concentration for our unit would be communications skills and mathematics. The reasoning was that given a good background in these two areas children could make the transition to "regular" classes and other subject areas could be taken up with minimal problems. During these first two years, a behavioral objective for each concept taught was written on a 5 x 8 inch index card. For the sake of clarification, let us first define what a behavioral objective is. First, a behavioral objective describes the terminal behavior or outcome that will be accepted as evidence that the learner has achieved the objective. (Example: The student will write the sums for ten addition problems) Secondly, it must contain a statement of conditions under which the learner will demonstrate his mastery of the objective. (Example: . . . without the aid of counters.) Thirdly, it describes how well the learner will be expected to perform. (Example: . . . in ten minutes with no errors.) Now, let us look at the complete objective. "The student will write the sums for ten addition problems without the aid of counters in ten minutes with no errors."

To permit the teaching staff to make the necessary final revisions to the curricula which they had been developing during the past two years, a one week workshop was held after the close of school last spring under Title I funding.

The teachers concerned with communication skills worked first on dividing communication skills into two areas. The first area dealt with a readiness level which includes basic vocabulary, readiness for manuscript writing, basic signs, the manual alphabet, manipulative skills and introduction to sentences through intransitive verb work in present progressive forms. This was reviewed and put in sequential order. The second area dealt with the teaching of formal grammar through the use of the Robert's English Series sentence patterns which have been modified through the use of color coding. These have been broken down into four levels.

The first three days of the week, the staff laid out all of the 5 x 8 inch index cards on which objectives for concepts had been written and determined a definite sequence in which they would be taught. The teachers reviewed each concept and filled in gaps when necessary. The objectives were then flow-charted. The remaining days were then spent in reviewing instructional materials on hand in the unit that would fit with the objectives that had been written. The chairman then reviewed each objective card as a final check and then they were typed on ditto masters.

The mathematics curriculum includes three levels. Each level will contain the following categories:

1.0 Sets
2.0 Number Sentences
3.0 Numbers and Numerals
4.0 Mathematical Operations
5.0 Problem Solving
6.0 Applications of Mathematics
7.0 Measurement
8.0 Geometry

Each major category is broken down into sub-categories. There is a general behavioral objective for each sub-category followed by procedures written in behav-

(Continued on Page 9)

The California Palms

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California School for the Deaf, Riverside

Volume 17 February 1972 Number 3

Do You Have a Moment?

Ten years ago, I returned to California to take part in the Leadership Training Program in the area of the deaf presented at San Fernando Valley State College. That same year I was invited to join the staff here at CSDR. I would like to take a moment to review some of the major happenings that have occurred since then.

The first major happening took place in the spring of 1962. This was the accreditation of our high school and vocational programs. To my knowledge CSDR was the first high school for deaf children to ever be accreditated by an outside agency. The first accreditation was for a five year period and so again we went through an evaluation study of our program in 1967. The result of this study extended our accreditation an additional five years which brings us up to 1972. In April of this year we will again be evaluated.

In 1962 we had a well defined oral program in our primary grades. A child entering this school program at 5½ years of age was taught orally. This approach was used until the child was ready to move into the junior high school department. At this time the child was introduced to a combined approach, that of speech and speechreading along with fingerspelling. In communicating, the pupil would speak and fingerspell at the same time. This was was also true with the teachers and counselors. This combined approach was continued through junior high school and high school. While using this simultaneous method in our secondary programs, we were aware of communication problems with some of the younger pupils in elementary and lower school classrooms. The language of signs was introduced as an aid to some of these pupils and achievement levels began to rise. With this success, experimentation was conducted in several other classes which included kindergarten. Now in 1972, our school program uses the total approach. It is possible now for a pupil to receive a combined approach from our preschool through graduation.

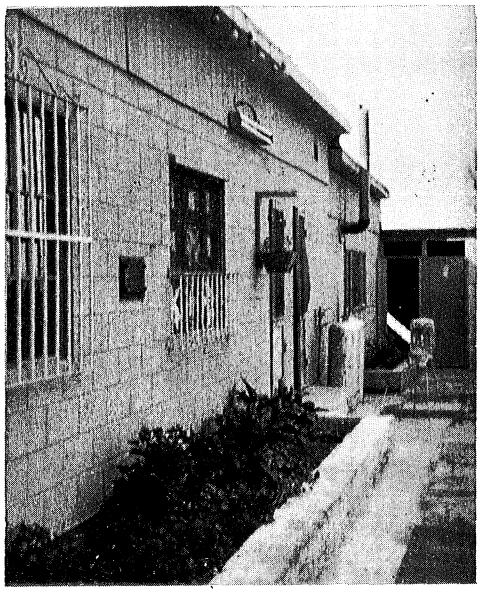
Another milestone in the history of this school is the establishment of an educational program for multi-handicapped deaf children. Realizing this need, Dr. Brill tried for a number of years to establish such a program. An experimental project was set up for a two year period to explore ways of teaching this type of child. Under Mr. Robert Lennan's supervision, techniques were developed and he is now in charge of a formal educational program for deaf multi-handicapped children here at CSDR.

Other programs which have been started at CSDR since 1962 are the social hygiene and summer school programs. Social hygiene is presented in the residence halls by instructional counselors. Its purpose is to provide the children, at their level of understanding, information about themselves and the community in which they live which they would not otherwise learn in school. The summer school program was introduced to our high school students to give them added hours of experience in their vocational majors. Along with this vocational work, they were also presented academic work designed to reinforce what had been presented to them during the regular school year.

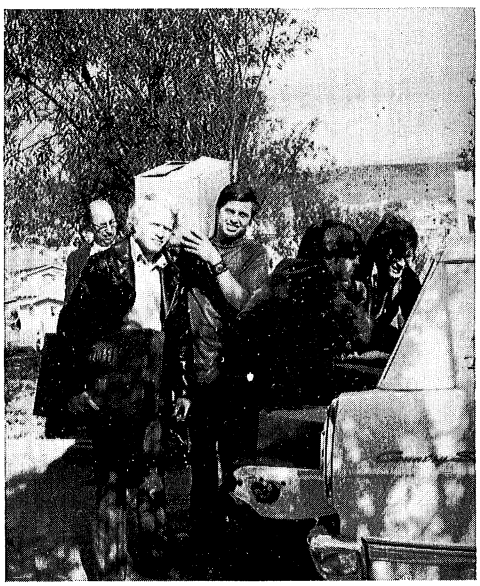
Two new positions have been established this year which will further improve our service to the deaf community. One position is in the vocational school. It is titled the work program coordinator. The other position is for the general staff and is titled director of staff development.

The work program coordinator is responsible for setting up off campus work experience for our high school students, serving as liaison between school and industry, counselling and advising students who are employed and assisting the vocational principal.

(Continued on Page 24)



Tijuana School for The Deaf
Tijuana, B.C., Mexico



Mr. Newman, Rocky Finley, Bruce Fry, Marlon Branton and Steve Summers

Junior NAD Helps Tijuana School for the Deaf

Almost every year since a Junior National Association Chapter was formed at the California School for the Deaf, Riverside there has been a drive for funds to help less fortunate deaf persons in other countries. Deaf school children in other countries such as Ecuador, the Philippines, and Hong Kong have benefitted from CARE packages of food or school supplies made possible by the contributions of pennies, nickels, and dimes from the students of the Riverside school.

This year two students, Robert Green and David Sanderson, visited a school for the deaf near Tijuana, Mexico. They told of their experiences at a chapter meeting. As a result of their talk, the Jr. NAD members conducted a drive to raise food, clothing and money. The drive was a success and ended with an on site visit to the Mexican school before Christmas on December 15, 1971. Five students, Susan Lee, Marlon Branton, Steve Summers, Rocky Finley and Bruce Fry with two advisors, Mr. Carl Barber and Mr. Lawrence Newman, drove down with almost two carloads full of food, clothing, and other goods. A sum of money was also presented to the school. Members of the high school faculty also contributed a cash sum for the purchase of school supplies through CARE.

Visiting a non-government supported school for the deaf was an enlightening experience for all concerned. We are in the habit of taking things for granted and it was a shock to see so few classroom supplies and textbooks available. There were only three small classrooms for fifty hearing impaired children with no heat available. The deaf Mexican children were uncomplaining and they paid attention to their teachers.

Taking cues from the National Association of the deaf, the adult organization, the young members of the Riverside school chapter have learned to be of service and to think of others.

Some members have become big brothers and sisters to the younger children of the Riverside school. They go to the dormitories of the younger children about once a week and tell bedtime stories. They are encouraging the younger children to read.

Book Fair



Students browsing books at the book fair.

The book fair was great! I want to thank all of the students who made posters announcing our book fair that was held on November 31 and December 1 and 2. It was held in the high school and junior high school library. In addition to the posters, announcements were given to the students to take home to their parents, relatives and family friends.

Our book fair was very successful. The total sales amounted to $519.00. Everyone was allowed to select from more than 600 book titles. In many cases several copies of one title were purchased.

Perhaps you would like to know the behind-the-scene arrangements necessary to conduct a book fair.

Arrangements were made with a book company that cooperates with this special type of activity. With their help your librarian selected books that would appeal to the various levels of reading ability. Our case was unique since books were selected for reading levels from pre-school through high school.

The book company packed our selections into boxes and delivered them to our library. At that time we set up the books ourselves. After the book fair we repacked the books that had not been sold and the representative of the book company returned and picked them up.

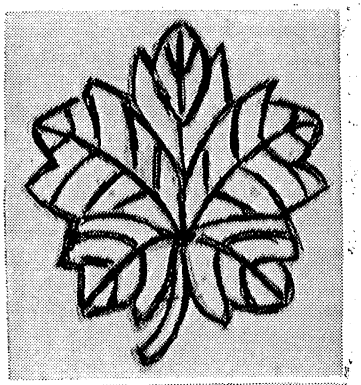
Most of the books were in paperback form which made the price reasonable enough for almost everyone to buy one or more books.

This project was very interesting to all, and we look forward to another one next year.

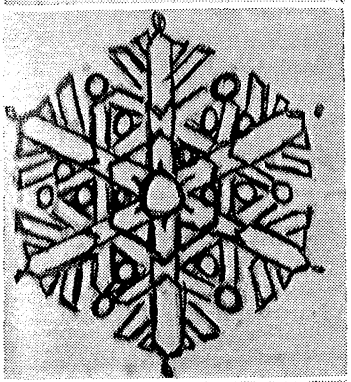
As your librarian, I want to thank you for making the book fair a success.

Mrs. Helen Ebbitt

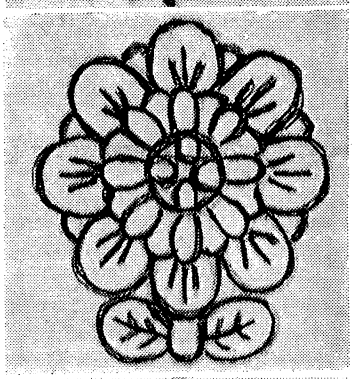
Lower School



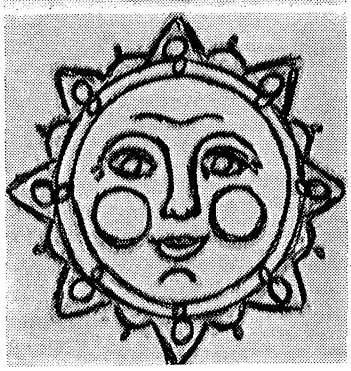
FALL



WINTER



SPRING



SUMMER

The Four Seasons

Science in the seasons was the basic theme of the annual lower school assembly which was presented February 17 in the Social Hall.

The first scene depicted a classroom, with a child acting as the teacher and the other children learning the names of the seasons. Class C enacted this scene.

Fall was colorfully portrayed by classes E and F as leaves changed color and flitted across the stage.

Classes D and I introduced winter with rain, snow and wind which made a life-like thermometer shiver and shake.

The fun part of winter was shown when the children in classes I and J became snowmen and ice skaters.

Spring dawned with the small children in classes A and B changing from creeping caterpillars to beautiful butterflies, only to be chased away by a butterfly collector.

Classes G and H represented the the lazy days of summer with a scene of beautiful flowers and bees.

Mrs. Stephanie Beck and Mrs. Sandrasue Bolen as co-chairmen and the entire lower school staff were responsible for this year's program.

Elementary School News

Brownie

(An Original Story from a Series of Pictures)

One day Father gave Jerry some money. He asked Jerry to go to the store and get a newspaper. Jerry left the house. Then Father decided to take Brownie, the dog, outside for a walk. Father and Brownie saw Jerry coming down the street. Jerry saw them, too, and waved to them. Father told Brownie to get the newspaper.

Brownie dashed toward Jerry. He jumped up on Jerry and tried to get the newspaper. Jerry put it in Brownie's mouth. They began to walk toward Father. Suddenly Brownie saw a cat across the street. He growled. The cat heard Brownie and darted down an alley. Brownie chased the cat. Jerry followed Brownie.

At the end of the alley the cat jumped up on a trashcan. Brownie growled and growled. Jerry told him to stop growling and let the cat go. Suddenly the cat jumped down and ran away. Brownie dropped the newspaper and chased the cat. Jerry called Brownie to come back. He did not listen. He wanted to catch the cat. Jerry picked up the newspaper and returned to Father. Soon Brownie came back. Father and Jerry never knew if he caught the cat. Brownie could not tell them.

Tari Manker

Lester

There was a picture of my lamb, Lester, in the December issue of **The California Palms**. Lester was fun but he grew too big and noisy to live in our yard. My mother read a story in the newspaper about a place named Wagon Camp. It has farm animals for children to see and pet, so we gave Lester to Wagon Camp. Now we can go and visit him.

Susan Parks

We went downtown on Tuesday, January 11. We rode on the bus. We went to the Riverside County Court House. We saw a fountain. We saw many stores. We went to the Bank of America and changed some money.

We played in the playground on the Mall. We drank water from the drinking fountan. We had fun.

David Pro

New Year Resolutions

Francisco Romo:

I resolve to be cheerful with everyone.
I resolve not to fight with my friends.

Mike Peterson:

I resolve to do better work.
I resolve to obey all the teachers and counselors.

Rosalind Jenkins:

I resolve to work hard.
I resolve not to talk too much in class.

Mike Higgins:

I resolve to do better work.
I resolve to pay attention to my teachers.

Mice for Pets

I have two mice at home. At one time I had twenty-one baby mice. I sold many mice to a pet shop. I hope that I will have some more mice in the spring.

Earl Smith

Our Librarian

Mrs. Peterson came to our school last year. She volunteered to work in our library. She worked very hard and organized it. She made it very attractive, too. She helps the children look for books and she shows them how to use the library. Mrs. Peterson is a very kind person. She is a very good librarian. All of the children like her.

Frankie Arnold

Book Report —

TITLE: **The Story of Ben Franklin**

AUTHOR: Eve Merriam

The Story of Ben Franklin is about a famous man who lived from 1706 to 1790. He was a great American. He did many things to help his country and his country men. He invented many useful things. One of them was an iron stove to fit inside a fireplace. It is called a Franklin stove.

Franklin liked to experiment. One of his experiments with a kite proved that lightning was electricity.

Franklin worked at many trades. He wrote a book of wise and funny sayings.

I liked the story of Ben Franklin. It was very interesting.

Kirstin Zimmer

Senior Palms

The following stories and essays were written by high school students after short discussions on particular assignments:

ASSIGNMENT:

What would life be like if your body were completely flat? Turned sideways, you would have no shadow. You might easily slide under closed doors. You could tie a string to your belt and have friends fly you like a kite. What other conditions would you meet? Write a story about someone who is as flat as a dime.

It Can Be Fun

Would you believe I'm a flat person? Well, I am, and I haven't any idea how I came to live with normal people here on earth!

My home is on a lonely beach because I don't exactly dig having people stare at me. I live in a small cottage just like anyone else would live in, but I don't have to eat. That's one of the advantages of being flat. I don't have to spend money on food.

I'm flat but it surely can be fun. I really love rock bands and thank goodness, I don't have to pay to see them. All I have to do is walk against the wall and people think I'm just a poster or sign. Then I can lie down flat on the floor and go under the door. I don't have to worry about giving a man a ticket. I can sit right on the stage, too. Isn't that groovy!?! Sometimes one of the rock performers touches me. What a tingly feeling I get! Sometimes they pick me up with their sheet music by accident, and I get to go back stage with them. It's really fun. After the rock concerts I sneak back to my home on the beach the same way I came.

I may have some advantages being flat but there are also disadvantages, too, like not having anyone to talk with, to share secrets with, or to love. It's very lonely. But someday I'm going to try to make friends. Wish me luck!

Stephanie Stephanos

ASSIGNMENT:

Imagine that you have four arms, or two eyes in the back of your head. Or describe how your life might be if you were only one inch tall, or if your body were not affected by gravity so that you could leap easily over buildings or into treetops. If you don't like any of these ideas, make up one of your own.

My Marvelous Invention

I, not being affected by gravity, went to the Los Angeles International Airport for a a flight to Paris, France. The reason for going to Paris was to attend a big scientists' meeting to discuss my marvelous invention, the anti-gravity machine. I could use gravity or not use it, as I wished, and I could change it anytime, anywhere.

Walking into the International Boeing 707 (at this time using gravity) I was greeted by the stewardess. On the way across the continent of North America, I kept studying my invention for the meeting. Suddenly engine three of the jet blew and ripped off the right wing. While the plane started to dive, I thought of my invention, and then opened the emergency door. Just as I jumped out, I changed from gravity to anti-gravity. Surprised, I stood in the air and watched the plane plunge to the earth. I knew I had to get to the ground because of the extreme temperature (about 60°F below zero) and lack of oxygen in that altitude.

Delayed by these circumstances, I went to Paris two weeks later. The scientists asked me many interesting questions. I answered them gladly. Most of the time they questioned me about the disaster of the plane accident. The whole world was watching me which I was not used to. Later I received the highest honor or award, the Noble Prize.

Soon, the U.S. Congress passed a law that forbad all people to use the anti-gravity machine because it was very dangerous. One advantage of my mysterious invention is that it is now widely used for space travel. It enables the astronauts to walk on Saturn, Jupiter, and other planets where the gravity is greater than that of Earth.

Marlon Branton

ASSIGNMENT:

Write an essay on one of the following:
My Own Secret Hideaway (Real or Imagined)
Family Relationship—How They Can Be Improved
Women's Lib

Family Relationships

Everybody in this world has his own family. Some of them have problems that they have a hard time solving, while others are happy and close to each other.

In the past families, parents and children, had about the same ideas, but nowadays the generation gap is completely different from the old days. It is hard for parents to accept their children's independence and their ideas. It is hard for parents to improve their children, but they have a chance to do this if they are close to them and really love them. I hope today more families will be closer and love each other wherever they are.

Gayle Bena

ASSIGNMENT:

Write a short composition about an unusual experience that impressed you. You might write about finding a pet, watching a fire, winning a contest, or about some other experience that made a definite impression on you. Make your descriptions clear, and let your reader know how you felt about the experience.

What Was Burning?

My family and I went on our vacation to New Mexico with family friends. We found a cabin for ourselves and one for our friends. There was a big forest and our cabin was in the mountains.

Then one evening some big kids, our neighbors, asked us to go with them to toast marshmallows and play games. We went without our parents, who were playing cards with their friends. We had fun toasting marshmallows and being introduced to many new friends. My sisters and I got sticky from marshmallows so we decided to go back to our cabin to wash our hands.

We walked through the forest and then suddenly we saw a fire. We walked closer to it. Since it was a big fire, we were frightened. Then I saw my friend and I asked him what happened. He wouldn't tell me, so my sisters and I were worried. We thought maybe one of our family had been hurt, so we wanted to know which cabin was burning. We were looking for our parents, but they never showed up. Then my sisters and I started crying. We decided to go back to the group that we came from, but we never found them. We felt that we were lost in the forest forever. The fire became bigger and bigger, and our worry became worse and worse. Then we gave up searching and sat down on the ground near a light pole.

Later on I saw my mom. She said it was our cabin burning, but everyone was okay. I looked up at the sky, which was reddish and orange. Only the cabin and the tree were burning. What had happened to our cabin? My brother and his two friends used gasoline near the stove, and everything burst into flames, then quickly burned our cabin while my parents were in my friends' cabin playing cards. It ruined our vacation, of course. I had never had anything impress me so much before in my life.

Julie Droutsas

ASSIGNMENT:

Monkeys have tails. Leopards have spots. Leaves turn red in the fall. Why? Try to write a humorous and non-scientific explanation for something in nature.

How The Leopard Got Its Spots

A long time ago the leopard had no spots. Sometime B.C. a leopard slept in a dark creepy cave. A caveman walked slowly to the leopard without making one sound to distrub the animal. He knocked it out. Then he drew a picture on the leopard's back. The caveman did not like the way he drew it, so he painted over it with black paint. Then he thought the one spot looked funny, so he decided to paint more spots. After awhile the leopard woke up and the caveman let it go with spots all over it. That is how the leopard got its spots.

Fred Lovitch

Curriculum Workshop —

(Continued from Page 1)

ioral form. Problem solving refers in our context to the use of math operations in practical situations. Applications of mathematics refers to the use of other concepts, e. g., measurement in everyday situations. These involve a child's ability to interpret a given situation and carry out the appropriate mathematical operations.

child scoring at fourth grade in math computation and at second grade in math reasoning. A child should never bypass or skip a level or category unless pre-testing indicates that he has mastered the concept(s). Finally we have designed a format so that once a child successfully reaches the end of Level III, he should have a strong basic math foundation for meeting future math requirements in or out of school.

1.0 MAJOR CATEGORY: SETS 1.8.1

1.8 SUB CATEGORY: JOINING AND SEPARATING SETS TO SIX

1.8.1 GENERAL OBJECTIVE: Give, by hand position for numeral, the result of separating a set (up to 6).

SUB OBJECTIVES

(In group work, each sub objective may be performed by a different child).

1. Construct a set (up to 6) as directed by teacher, using large objects.
2. Take away a sub set of the set created above, as directed by teacher.
3. Count the remaining subset and indicate number by hand position. Repeat many times, using all possible number combinations to 6.

CATEGORY: READINESS 11.0

SUB CATEGORY: SAME AND DIFFERENT

GENERAL OBJECTIVE: Given sign for same or different, child correctly points to appropriate objects.

SUB-OBJECTIVES:
1. Given a sample object, child circles the same object.
2. Given three objects, child crosses out different object.
3. Given several objects in two columns, child draws line between the same objects.

NOTE: Use the signs for same and different with each step.

As the child moves from one level to the next, the concepts in each category become more complex. A rationale for setting up three levels is to avoid the temptation of determining a child's math placement in terms of where he is in math textbook. (At the time of this writing, Level I has been completed and Level II is partially completed.) A beginner in our department would start at Level I, 1.0—Sets, and proceed from there unless his pre-test indicated he was capable of beginning at a higher level. In this way, we are attempting to avoid the common problem of a

Presently, part of the curriculum has been run off and placed in 6 x 8 inch, three-ring looseleaf notebook with each objective on a separate half sheet or sheet of paper. This provides the teacher with a ready reference to the particular concepts he or she wishes to teach for a particular period of time. This greatly simplifies the task of writing lesson plans.

The curriculum will hopefuly maintain a highly structured on-going continuum of instruction for the multiply-handicapped deaf child.

Junior Palms

For this school year, the enrichment program will be offered to first year junior high school pupils only. Eighth period has been set aside for this purpose. Each class runs for six weeks and coincides with the six-week reporting periods.

During the first and second six-week enrichment programs a number of interesting observations were made by the teachers involved. Their comments particularly suggested that children were beginning to develop a more helpful, interested attitude in their classmates. Many who had not done so before were now beginning to go out of their way to help others and were also becoming involved in group planning. It was noted in several instances that a number of normally low academic achievers were excelling at newly developed skills and that some of these children had show great improvement in regard to general attitude.

The general objectives of the enrichment program are as follows:

1. To offer an imaginative program built upon the child's involvement, interest, relevance and thinking.
2. To expose children to subjects of specific interest which are not ordinarily included in the curriculum or course of study, thus expanding the world about them.
3. To promote each child's ability to give of himself in group situations.
4. To capitalize and strengthen particular interests and skills discovered in each child.

A description of the various enrichment classes offered this school year is presented below.

Mr. Don Campbell
Principal, Junior High School

Rapid Calculation

The rapid calculation class is planned around having fun with numbers. Hopefully, the variety of games and puzzles will produce greater facility with numbers, as well as create more interest in working with them. The children find missing numbers in patterns, puzzles and sequences. A variety of card game, all useing basic processes of math, help to develop more rapid thinking with numbers. Bingo games in each of the processes make multiplication, division, and even fractions much more fun than just working a page of problems. The following is an example of a sequence pattern that might be used:
1, 4, 2, 8, 6, 24, 22, ..., ..., ..., 342.

Mrs. Howard

Outdoor Living

The outdoor living class is designed to give the individual student basic camping skills and to develop an interest in outdoor recreation and education. Areas that are studied are first aid, camping equipment, nature, cooking and fire building, and survival.

The six weeks course is completed with a days camping trip in the San Bernardino National Forest. Students hike in to see Forest Falls and stop to see Whispering Pines Nature Trail for the Blind. Students prepare and cook their noon meal and study the area in and around Barton Flats. Students are encouraged to put into practice skills that are taught in the classroom.

Mr. Leinbach

Folk Dancing of Different Lands

The folk dancing of different lands class exposes the students to the cultures and customs of five different parts of the world. A week is spent on each part. The countries, in the order taken, are Israel and Lithuania; the Balkan States; France and Switzerland; Mexico and the Untied States.

On Monday of each week a film is shown, followed by discussion. On Tuesday food typical of that particular part of the world is prepared and served. For example, when we study the Balkans we prepare stuffed cabbage rolls. On Wednesdays, Thursdays, and Fridays, we do folk dances and learn some terminology such as heel and toe polka and swing your partner.

During the sixth week students practice a particular dance and present it along with a program given by the drama class. Each of the five enrichment period groups will present a dance of a different land.

Mrs. Fishler

Languages and Customs Around the World

Another enrichment class of high interest to the pupils is languages and customs around the world.

The countries 'visited' by the children include Spain, France, Germany and Italy. Each week the pupils travel to a different area through films, slides and filmstrips. Customs are discussed, and common expressions in the various languages are learned.

This class has added an interesting and fresh dimension to student interraction by introducing an occasional phrase such as "merci" and "buenas dias" to hallway conversation.

Miss Kitchen

So You Want to be an Actor

Our goals in the class in acting are to learn about acting; to do some acting; and to have the experience of performing before a group of people. The class is not concerned with turning out polished performers or performances. For this reason more of an experimental approach is taken.

With this experimental approach in mind, our first effort was focused solely on producing several short plays. This was successful. Now in oun second six weeks course, more effort is being concentrated on organized language.

A minimum of props and costumes have been used. The idea is to act. The children enjoy this class and seem to derive pleasure and benefit from it.

Mr. Scariano

Indian Arts

The Indian arts class is structured to give the students exposure to Indian art and design in general and also a more direct experience in four craft areas.

The Indian art also includes some examples of Mexican work.

The primary craft area is beadwork both with a loom and without. The items made have been rings, headbands, bracelets, necklaces, miniature moccasins and medallions.

The student chooses his own projects depending on whether he is a girl or boy, and whether he is making something for himself or as a gift. He creates his own design on graph paper and follows it to complete the project.

Sandpaper painting, an adaption of the Indian sand painting, is another area.

Leather work incorporated with the beadwork involves work with hammer, punch and die stamps. The emphasis is on leather stamping of designs rather than tooling. Bracelets, keychains, belts and headbands are some of the items made.

The fourth area of interest for those who have sufficient time is the design and making of Kachina dolls.

Each student works on his individual project at his own pace.

Lectures by interested outsiders help the student with ideas for his own project and add general information.

Miss Paul

Build Yourself a Hobby

The build yourself a hobby class is to help the students enrich their leisure time. Some students bring hobbies to class from home. Here, they have an opportunity to work on them, to seek help from the teacher and to share them with their peers. Other students who have no hobbies have a chance to develop hobbies by getting ideas from their classmates or learning crafts in the classroom from the teacher. So far the students have made yarn pictures, pine cone pictures, models, Christmas trees, finger paintings and knitted items.

Miss Kubotsu

Macrame

The macrame class has been a very popular elective among the students. In this class the students spend the first five periods in learning and practicing knot tying. During the second week the students decide what they want to make from studying books and designs. Next they gather the neeeded cord, pinning boards, T pins and beads for the item they wish to make. It might be a bracelet, choker, headband, belt, candle holder or wall hangling. The teachers assist in deciding cord lengths, after which the student measure yards and yards of cord for their project.

The art of macrame has a long history. Excellent examples of ancient Chinese and Egyptian knot tying are in museums. Sailors on long voyages across the seven seas occupied their time and improved their skills tying knots into very intricate and beautiful designs. Many of the pieces they made have been preserved as family heirlooms.

Mrs. Newman
Mrs. Steigerwald



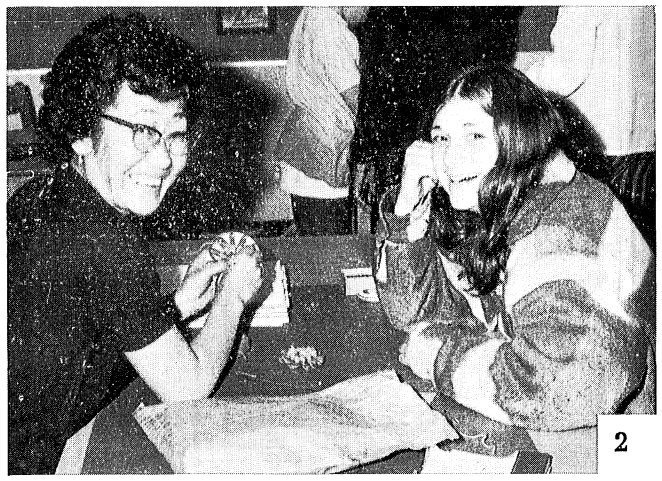
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Junior High School's Enrichment Program

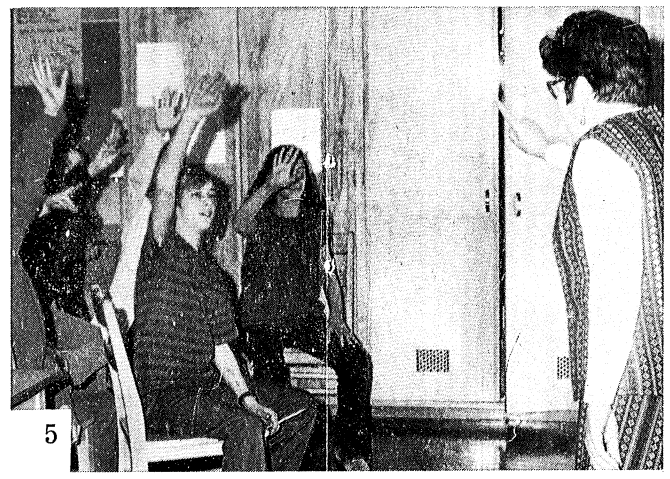
1. Girls in outdoor living class cooking trail foods in preparation for their camping trip.
2. Miss Kubotsu shows Jacqueline Arnold how to make flowers with a multifleur loom.
3. Students getting ready for their next performance.
4. The "Junior High Follies" get ready for a take-off in folk dancing.
5. Students competing for points in rapid calculation.
6. Macrame—learning and recreation.
7. Students enjoy learning about foreign countries through leisure reading.
8. Students holding up the cowhide split that will be cut into their belts for leatherwork.

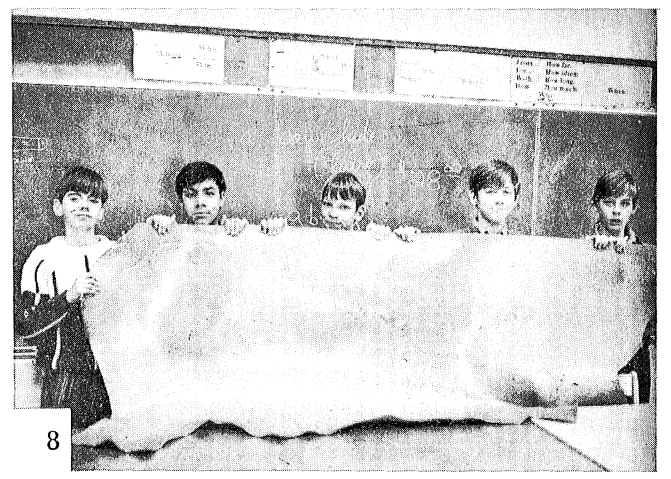

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Book Shelf

High School –

TITLE: **I Am Legend**

AUTHOR: Richard Matheson

In the year 1976 Robert Neville was the last man in a world of vampires. He lived in Compton and had to struggle against the vampires who surrounded him. In the evening he had to stay inside because the vampires would roam around his house. They tried to tempt him to come out and tried to break into his house. They wanted to drink his blood. He defended himself by putting up garlic, crosses, and mirrors, which repelled the vampires.

In the day time Robert could go out freely because the vampires could not stand daylight and had to stay inside. He tried to kill as many of them as he could in the day time while they were unconscious. To kill a vampire he would drive a stake through its heart.

How did this occur? Once the people on earth had been normal. Then an epidemic started which made people die and turn into vampires. Robert's wife and daughter were infected and died. His best friend, Ben Cortman, had become a vampire. He came every night to Robert's house to try to get him to come out. Robert believed the reason he was not infected himself was that he had once been bitten by a vampire bat and had built up an immunity.

As the months passed, Robert lost his fear of the vampires. But he was very lonely and often drank to try to forget his unhappiness. He decided to do some research to try to find out what had caused the people to become vampires and what made them act the way they did. He got some books from the Los Angeles Public Library and read about blood and bacteria. He got a microscope and learned how to use it to study blood cells. Slowly he began to find some explanations for what happened. He found reasons why the vampires couldn't stand daylight, garlic, and crosses.

Once Robert noticed a dog straying around his house in the daytime. After many days he made friends with the dog but later it became infected and died.

Then one day in 1978 Robert saw a woman walking in a field in the daytime. He called to her, but she tried to run away. He caught her and forced her into his house. At first the woman, Ruth, wouldn't trust him, but finally she became more friendly. Robert checked her blood under the mircoscope. He wanted to try to cure her if she was infected. He found that she was, but before he could do anything, Ruth knocked him out and escaped.

She left him a note which explained that she belonged to the "new society." Somehow a new drug had been found which could control the infection. A few of the infected people had used it and had not died. They planned to increase their numbers and organize a new society in the world. First they planned to kill all the vampires.

They also wanted to kill Robert. They were afraid of him because he was so strong and intelligent and also hated him because he had killed so many of their relatives and friends. Ruth had been sent to spy on him. She liked Robert, so she warned him in the note to escape to the mountains.

Robert decided to stay in the house and surrender when the new society came to get him. Several months later they came, but when they started to break in, he decided to fight and fired some shots at them. They attacked him, wounding him in the chest.

Robert was taken to a cell. He knew he was dying. Ruth came to see him. She was a ranking officer in the new society. She told him he would soon be executed. Ruth admired his bravery. She wanted to help him escape, but he was wounded so that was impossible. She gave him some pills so he could take his own life. A few minutes later Robert died. He was the last of the old race of people. Now a new race was taking over. He would become a legend to them.

Joe McRoberts

Student Assistance Fund

In memory of Olive Carson:
Bradford C. Adams

In memory of Mr. Paul Kline:
Mrs. Betty Bloomer and family
Mrs. Thelma Goldsberry and family

Vocational Palms

Horticulture Moves

The horticulture shop has been moved to a new location nearer to the vocational department. There is much more room for growth and development than in the previous area. A new hot house and a larger green house are in the plans for the near future. The new area will consist of four gardens and a grove of fruit trees. Students are now working on the Polynesian garden and have plans for an oriental garden, a western cactus garden and an experimental garden. The boys and girls will develop these areas under the guidance of Mr. Ashford.

A Surprise from the Electricity Shop

Parents of the girls in the general electricity classes had a big surprise at Christmas time. The girls made Christmas decorations for their parents. Many different materials were used to make the decorations. Some of the girls glued assorted macaroni onto a piece of hardboard in the shape of a Christmas tree. Blinking colored lights and ornaments were added and a frame was put around the board. The finished decoration looked much like a picture that hangs on the wall. The girls had fun making the decorations.

Getting Ready for the Fair

This is always a busy time in the cabinet-upholstery class as the boys get their projects ready for the fair. They have worked all semester on planning and designing, and now it is time for the final finishing before sending them into the judging competition. David Sanderson has just completed a beautiful walnut chess table with which he hopes to win a blue ribbon. Jesse Van is sending a well designed candle holder for his blue ribbon entry. We hope all the boys have good luck. We know that they will enjoy their finished projects at home after the fair.

Fashions for Every Heart

On parent visiting day, April 28, the vocational department will present a school program, "Fashions For Every Heart". The girls will model dresses made in the power sewing and homemaking classes. Don't be surprised if you see a few boys in chef's aprons, ties and T-shirts that they have made in their bachelor survival class.

This year's fashions have many lengths. We see some midi skirts which come to the middle of the leg and look best when worn with boots. The mini skirts are still popular and are often worn with hot pants. Some of the girls like the granny dresses with their long skirts. With so many lengths available, all the girls should be happy.

The program will be held in the Social Hall and start at 12 noon just before lunch. We hope many of the mothers and fathers will be able to attend.

Recipe of the Month

FRIED RICE

Rice is eaten in Hawaii in the same way we eat potatoes in California. It is a main part of most dinners. Try this recipe with pork chops at home sometime.

3 cups cold cooked rice
¼ pound of pork, cut into thin strips
¼ pound of ham, cut into thin strips
2 tablespoons soy sauce
1 tablespoon sugar
2 teaspoons salt
½ teaspoon accent
1 can water chestnuts, sliced
½ cup green onions
1 cup celery, sliced diagonally
2 eggs beaten

Brown the pork and ham in a small amount of oil. Stir in soy sauce, sugar, water chestnuts and celery and cook for 10 minutes. Stir in rice, salt, and accent and cook for 5 minutes or until hot. Stir in the eggs and green onions and cook and stir until the eggs are set. Serve at once.

The Cover

Nikki Roberts and the students in our school are concerned about Ecology, so she designed the cover to remind us all to keep our campus clean and green.

Leisure Time Events

Our Trip to Death Valley

After leaving CSDR early in the morning we arrived at Daylight Pass Camp in the northern part of Death Valley near the Nevada border. When we had finished establishing camp we left for a hike up the mountain. Sam Holcomb led the way. Later that afternoon it started to get a little cold and windy. John Foronda, Dan Clonts, Duane Jackson, and Marlon Branton had some trouble cooking dinner because the wind started to blow.

During the night, the wind blew so hard, all the tents fell down. For over an hour Mark Aguirre, David Smith, Mark Erwin, Matthew Brandfield, Paul Delgrolice, Sylvester Crowe, and Kevin Struxness fought to get their tents back up. What a night!

The next morning we visited the museum. The tour was very interesting as we learned about rocks, geology and the living creatures in Death Valley. We also found out that the temperature was 34 degrees and the wind was 60 m.p.h. We were sorry to leave. We had a wonderful experience and a thrilling trip.

Our Trip to Calico

Chip Weishar, Scott Darwin, Eddy Frazer, Kenny Roberts, Dale Secor, Mike Olivera, Mike Farnady, Kevin Watkins, Tommy Gilmore, Robert Blaney, John Foronda, and Pat McQuire were among the many explorers who visited Calico. After setting up camp we toured historical Calico which was a large silver mining town around 1881. It seemed like Calico had come to life again as we walked through the streets and visited the building as they used to be. We saw the general store, the old school house, Boot Hill, and a mine in which we explored tunnels. The next day we took a long hike and John Estes happily looked at the various types of rocks.

Boy Scout Troop 18

Troop 18 is learning to read maps and their different symbols. This is one of the requirements for a second class scout.

The scouts are looking forward to their next over night camp-out in the mountains at Running Springs. They hope to enjoy playing in the snow and cooking all of their meals outside.

Boy Scout Troop 218

Recently the Boy Scouts of Troop 218 bought a gift for the Rubidoux I dormitory. They decided to buy something that all the boys could enjoy for a long time. They discussed various things to buy. It was unaimous that an aquarium could be enjoyed by all and could be developed over a period of time. A tank was purchased and set up in the livingroom and now the boys are beginning to stock it.

Perhaps the girl scouts didn't know it before, but the boys in troop 218 are pretty good cooks. Recently the Boy Scouts hosted Girl Scout troop 337 for a cookout which allowed them to display their culinary skills! They made burritos and chili beans.

Winnie-the-Pooh Visits CSDR

Monday, January 17th, the little children had a surprise visit with Winnie-the-Pooh. He certainly brought smiles to the children's faces.

Winnie-the-Pooh has been charming children for over forty-five years since A.A. Milne decided to entertain his young son, Christopher Robin, by writing a series of children's stories for him alone. He did it through a whimsical character called Winnie-the-Pooh, a lovable "bear of little brain" whom he brought to life in the minds of young and old through a series of adventures with assorted fascinating animal friends whose domain was a vivid, mythical land called "The Hundred Aker Wood".

Presently Pooh resides at Disneyland with Mickey Mouse, Goofy and all the Disney favorites entertaining millions of children annually. After Pooh's visit he left Riverside to visit sick children in hospitals in one hundred forty five cities across the nation.

Residence Hall News

Pachappa I

Pachappa I salutes Danny Aguirre, Terrence Hall, David Gunsauls, Peter Patton, Edward Broeker, Chris Chisholm, Corey Ingison, Chris Kemp, Arthur Garcia, Criss Pope and David Pro. They had the neatest rooms during November and December. They all enjoyed a party with ice cream, popcorn, potato chips and fruit punch.

Pachappa I's A flag football team started off the new year on a sour note losing to Rubidoux I's B team 18-0.

After the first round of play these boys are leading in the Pachappa I checkers tournament: Barry Katz, Brian Geter, Jeffrey Emmer, John Noble, Mitchell Roberts, Chris Kemp, Warren Ross, and Viencent Anderson. Fifty-five games will be played during this tournament with prizes awarded to 1st, 2nd, 3rd and consolation places.

Pachappa I congratulates Tracey Savage, Joe Rathert, David Pro, Corey Ingison, Arthur Garcia, Edward Broeker, Cesar Barajas, and Viencent Anderson who celebrated their birthdays recently.

Pachappa II

Due to the fact that many of the boys in Pachappa II are new to CSDR each year, it is considered a training dormitory. This year is no exception and the boys have been working hard to learn how to make their beds, keep their rooms orderly and dress themselves properly. Since many of these boys have never done these things before, it is appropriate to name those who have managed to pass daily room checks without mistakes. They are: Terry Lamp, Ramon Cotton, Javier Lopez, Timothy Price, Joseph Snodgrass, David Garrad, and John Taggart. Some of the other boys whose rooms were not perfect, but who deserve recognition, are: Joseph Teets, Paul MacMonagle, Henry Wells, Kevin Link, Daniel Landrum, Newton Gray, Alex Zamorez, Jeffrey Howard, Matthew Weaver, Donnie Adamson, Louis Parker, and Kenneth Robertson.

It's not all work at Pachappa II. Most of the boys hurry through shower time, so as not to miss the excitement of the nightly "Hot Wheels" races in the living room. Those who are not racing fans have thoroughly enjoyed the new games recently acquired by Pachappa II.

The boys have always enjoyed story telling time, but they were particularly excited about the story of "Winnie-the-Pooh." Imagine their delight when Winnie actually visited them in person recently! Each boy received a gift of a balloon and coloring book from Winnie.

Bicycles are still a favorite with boys, as Terry Lamp will tell you. He is the proud owner of a new one. The bike isn't all that Terry has had to be excited about. His grandmother came all the way from Chicago to see him.

Jeffrey Howard enthusiastically welcomed the birth of a new relative. He now has a baby cousin named Sam Junior. Michael Petek recently went to Del Mar to visit his cousin. He got to see a lot of snow on the way.

Martin Trainer is moving to a new house! His mother reports that he has been a big help with the packing.

Kenneth Robertson got a bird's eye-view of the country recently. He flew in a big jet all the way to Louisiana. He didn't mind when the plane landed though, because his destination was his grandmother's home!

Seven has been the magic number as far as birthdays in Pachappa II are concerned. James Meichtry, Terry Lamp, Kenneth Robertson, Michael Todd, and Donnie Adamson all recently celebrated their seventh birthdays. Alex Zamorez had a birthday too. He is proud to be six years old.

Pachappa III

The Ticktockers gave Pachappa III a picnic. They organized many games for the girls. One game was balloon relay. It was a windy day and many balloons decided to race off into the sky. The girls had fun chasing them. Lisa Thompson tried to break a balloon by sitting on it but it slipped out from under her. There was also a tree toss; hawk-eye. Teri Chance got all of her

trees in the basket. After the games were completed, the Ticktockers served hot dogs, punch, potato chips, and cupcakes to the tried and hungry girls.

Kirsten Foy went to visit some friends in Orange County. She also visited a friend named Rocky who lives in a dormitory at UCLA.

Pachappa III celebrated four birthdays recently. Ruth Rodriguez was eight, Elizabeth Jurado was seven, Sherry Thompson was nine and Julie Matsen was eight.

Winnie-the-Pooh came to visit Pachappa III. He gave a balloon and a color book to each girl. The girls gave him a jar of honey as a thank you gift.

Pachappa III will soon have a special playroom for boys and girls to play in together. They will choose from many different toys and games.

Rubidoux I

Rubidoux I had a very happy holiday season. All of the boys attended the dormitory Christmas party and had fun exchanging gifts and playing games. The 12th grade Ticktockers gave the boys day-glo posters for their rooms which they proudly displayed on their bulletin boards.

The five highest scorers on our merit system were: Earl Smith, Robert Pirard, Ricky Lopez, Charlie Katz, and David Tucker. They went to Farrell's Ice Cream Parlor as a special treat. They hope to remain the highest scorers and be included in our next trip to Farrell's in early February.

James Utzman left CSDR the day Christmas vacation started. His family moved back to Austin, Texas and he will be attending the Texas School for the Deaf

Rubidoux I welcomed two boys from Pachappa I: Viencent Anderson and Paul Maucere.

Seven boys celebrated birthdays during December and January: Kevin Pearson Viencent Anderson, Paul Sanchez, Ramy Bustamente, Ricky Lopez, Francisco Melendez, and Orlando Lugo.

Rubidoux II

The Rubidoux II girls are still busy with the learning tree and picture dictionary which have been a help to them in learning vocabulary words. Carolyn Dubler, Cindy Hunter, and Cynthia Sadoski were the latest winners. They knew the most words and earned one dollar. The girls enjoyed spending their money at Farrell's Ice Cream Parlour.

Sonia Rico recently moved to Rubidoux II. She is happy to be here and is learning very quickly about the dormitory. Sonia lives in Calexico with her family, which includes two sisters and a brother.

During our physical education program on Monday afternoons, the girls have been participating in team sports, particularly kickball. Cynthia Sadoski's team has won most of the games played. Girls on that team are Terasa DiMambro, June McMahon, Kirstin Zimmer, Nidia Carrillo, Norma Rosas, Jan Zukowski, Delia Quintana, Theodora Amey, Lorraine Gonzales, Jeanne West, Sherri LaPlount, and Sonia Rico.

Recently we had a dormitory party with games and a gift exchange. The food was delicious and everyone enjoyed themselves. We were especially happy to have Deborah Duff, Patti Heynen, Tina Parshall, and Susan Parks, who are day students, join in the fun with us.

Rubidoux III

Rubidoux III has a new residential student. Karen Peterson, who was a day student, has moved on campus. Her home is in Blythe. Recently, Karen spent the weekend at Jo Ellen Ridley's home. They traveled to Big Bear and played in the snow.

Four girls who maintained an "A" in our point system went to Carl's Hamburgers for dinner. They also played pool and went out for ice cream sundaes. The girls were Kathy Sugiyama, Vicki Reinert, Karen Peterson, and Carol Cole.

We want to say "Happy Birthday" to Shaunna Hodges who just turned twelve years old.

Lori Fisher and Martha Lopez went to visit Kathy Watters for a weekend of fun. Kathy has a new water bed and all the girls tried it out. Splish! Splash!

A policeman came to our dormitory and talked to us about drug abuse. We had many question that we asked him, and he showed us some drugs and explained their dangers to us.

Later we toured the Riverside Police Department. We saw the dispatch room, holding cells, squad cars and equipment, records of old-time criminals, and danger-

(Continued on Page 23)

Sports Events

Basketball

The basketball team at CSDR is not only the smallest but also the youngest team in its non-league and Arrowhead League action. The very youthful quintet, with only one senior on the starting lineup, has high competitive spirit but lacks the game experience necessary for a winning season. Despite this handicap at the starting gate, the Cubs, to the surprise of many, have recorded two victories against six losses to date. The only senior starter, Artie Eyrich, had never played a varsity game prior to this season. Mike Adams, a junior and the Cub's tallest player at 6'4", recovered from spinal meningitis last year and he had limited experience on a varsity squad. The other starters are: two sophomores, Keith Brown and John Foronda, who graduated from the "B" team of last year; and a brand new freshman, Mike Farnady. Mike Bixler, another senior and Mark Peterson, a junior, are being used often to relieve younger players at certain times. Lance Shinagawa, a sophomore, and David Gomez, another freshman on the team, supply the the reserve power. Fred Lovitch, junior; Steve Ross, senior; Everette Harvey, sophomores; and Mike Oilvera, junior, complete the varsity squad list.

The fighting Cubs won the season opener with a convincing 60-43 over a surprisingly strong Twin Pines. Ramona J.V.'s height was too much for the Cubs and the final score was 48-80. In an annual exhibition against the alumni team, the Cubs won in the last minute after trailing throughout the game, 65-62. Twin Pines came back to avenge an earlier loss by winning a close 51-55 game. After Christmas vacation, the Arrowhead League opener was with Sherman and the Cubs lost 57-69. Notre Dame used their superior height over the small Cubs, winning 41-66. Then came a stunner. A close victory over much taller Webb, 67-64! The victory, the first time at Webb's gym, boosted the charging Cubs to a newer height as a team and increased their condfidence. Big Bear, a powerful team, came and took a 45-81 romp over the Cubs. Aquinas, the only undefeated team in the Arrowhead League to date, crushed the Cubs 39-89.

The leading scorers to date have been the smallest of them all, John Foronda, and the youngest, Mike Farnady. Mike Adams has shouldered the rebounding burden and has averaged 18 points per game. Keith Brown has been a defensive star and Artie Eyrich has excelled in his all round play.

Coach Seymour Bernstein works the team with emphasis on defense. Conditioning and development of cohesion are two other qualities that the team is working very hard to develop and the success of building a representative team requires a lot of patience and dedication. There are moments of excitement, even from a very young team, and more excitement can be expected from them as they gain more game experience. Nothing can replace experience, and experience is the best teacher.

CSDR Cubs Triumph over CSDB Eagles

The highly coveted "Big Game" trophy finally made its presence at CSDR after several years in Berkeley. The determined Cubs outplayed and outfought the Eagles of CSDB to the very end, with the 73-71 decision going in favor of the Cubs. A late basket (19 seconds remaining) by John Foronda provided the margin of victory for CSDR.

The game was typically nip and tuck for the arch-rival schools, the lead changing hands several times. A late spurt by the Cubs, however, caught the Eagles off guard and was the key to victory. The Cubs played near flawless basketball in those fading moments and surprised a capacity crowd at the Berkeley site with their whirlwind finish.

John Foronda led the Cub scoring parade with 24 points, followed by ever improving frosh Mike Farnady who turned in a 20 point performance. Both of these two fine players provided the scoring punch to down the Eagles. Mike Adams, Mike Bixler, Mark Peterson, Art Eyrich and the flashy Keith Brown all played important rolls in the big win.

CSDR started the game by flying all over the court to take a 17-10 first quarter lead. CSDB managed to catch up by half-time to knot the score at 28. The Eagles outscored the Cubs by two points in the third quarter to grab a 51-49 lead.

CSDB increased its lead to 8 in the final quater with just 4 minutes remaining. It was at this point the Cubs suddenly caught fire and played flawless, devastating basketball. Once the Cubs had tied the score at 65-65 it was an old fashioned heart stopping home stretch drive, a drive which ended with Foronda's crucial shot heard around the state.

In action earlier that same day, the CSDR girls' volleyball team showed its superiority once again. Due to two 10-9 wins over the Berkeley squad, the volleyball trophy was returned to Riverside for the 14th straight year.

All in all, a very worthwhile trip.

Baseball At CSDR

CSDR is one of the very few schools for the deaf in the United States that provides the game of baseball to its high school students. Because the experience of deaf boys in baseball is usually very limited, other schools scoff at the idea of fielding baseball teams and most develop and expand their track-and-field teams.

CSDR has maintained a baseball team in the Arrowhead League and keeps the sport despite many handicaps. The CSDR baseball team averages one or two victories every season, however, interest among the participants has never diminished. The opportunity to play in baseball and the opportunity to learn how to play has been the strongest forte for the students.

Coach Seymour Bernstein heads the coaching staff with the assistance of Tim Jaech. The coaches have presented an excellent program for the players to develop skills and to improve their understanding of the game.

CSDR has been fortunate to be able to present a full baseball program to its male students and provide an education that will enable them to better understand the nation's favorite pastime.

1972 BASEBALL SCHEDULE

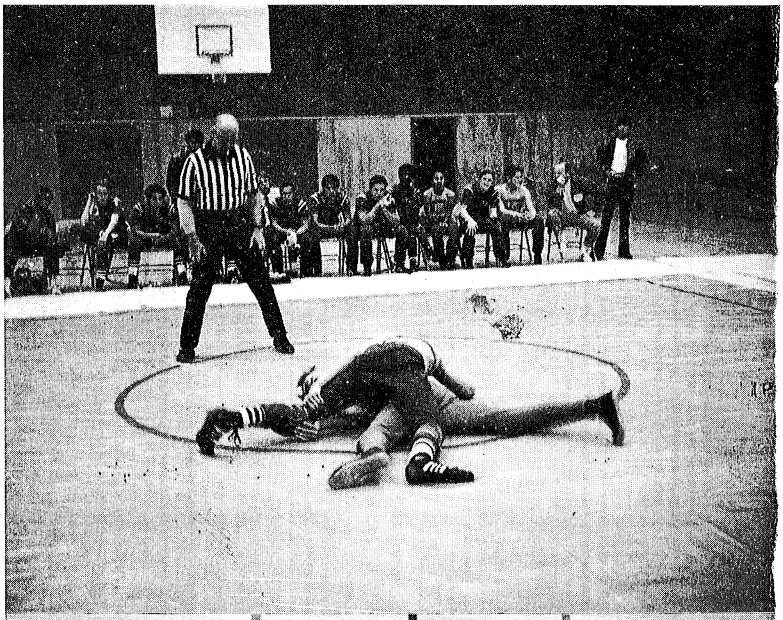
Date	School	Place	Time
3/2	Twin Pines	There	3:00
3/7	Twin Pines	Here	3:15
3/17	Aquinas	Here	3:15
3/21	Big Bear	Here	3:00
3/24	Webb	There	3:00
3/28	La Sierra	There	3:00
3/29	Notre Dame	Here	3:15
4/11	San Dimas	There	3:00
4/14	Sherman	Here	3:15
4/18	Aquinas	There	3:00
4/21	Big Bear	There	2:30
4/25	Webb	Here	3:15
4/28	La Sierra	Here	3:15
5/2	Notre Dame	*There	3:15
5/5	San Dimas	Here	3:15
5/16	Sherman	There	3:00

*To be played on our field.

1972 TRACK SCHEDULE

Date	School	Place	Time
3/8	Boys Republic	There	2:00
3/9	Aquinas	Here	3:15
3/16	Big Bear	Here	3:00
3/23	Webb	There	3:00
3/30	La Sierra	Here	3:15
4/13	Notre Dame	Here	3:15
4/20	San Dimas (Notre Dame and Big Bear)	Here	3:15
4/27	Sherman	There	3:00
5/3	Pre-lims	San Dimas	1:30
5/6	League Meet	San Dimas	2:00

"Cub" Wrestler struggles to avoid being pinned by his Twin Pines opponent.





Top row, from left to right: Lynn Davidson, Athletic Director; Robert Green, manager; Seymour Bernstein, Coach

Bottom row, from left to right: (10) David Gomez
(30) Mark Peterson
(32) Mike Olivera
(42) Mike Farnady
(24) Mike Bixler
(40) Mike Adams, Capt.
(50) Everette Harvey
(14) Lance Shinagawa
(20) Keith Brown
(22) John Foronda
(52) Stephen Ross

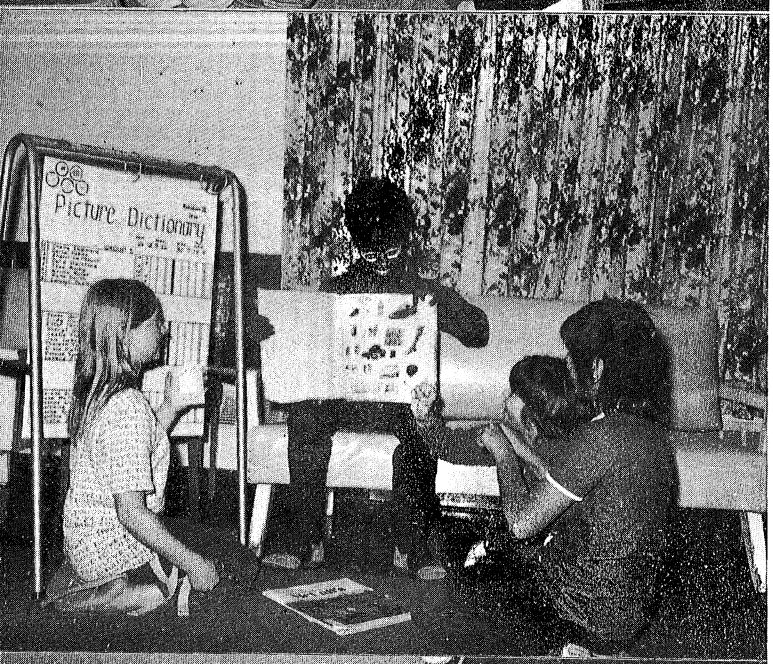
Not Pictured:
(34) Art Eyrich
(44) Fred Lovitch



CSDR and Big Bear both stand ready to "jump" into action.



Kenneth Robertson, Matthew Weaver, Donnie Adamson, and John Harter enjoy storytelling time as Robert de Beck and Kathy Taylor tell a funny story.



Cynthia Sadoski, Dorcas Spears, Cindy Hunter, and Lurene Flores are helping to make a word-picture dictionary for Rubidoux II.



Winnie-The-Pooh visits children in residence halls.

ous weapons taken from criminals. A policeman fingerprinted Carolyn Swink and Valentine Longoria — but they are not criminals.

Lassen I

The Lassen I basketball season is in full swing but we're all still talking about the football awards and how proud we were of our most valuable player, John Miranda; the best defensive player, Edward Frazer; the best offensive player, Kenneth Roberts; and the boy who displayed the most sportsmanship, John Carpenter. Now we all wait anxiously to see who will be awarded trophies at the close of the basketball season. The captains of the basketball teams are Jack Alps and Clay Temple.

The boys who had earned the highest number of merit points were treated to a night of roller skating. They were Michael McCardle, Geron Hann, Steven Triolo, Mark Erwin and Ronald Eddie.

In February Don Lee Hanaumi and Geron Hann had their names on the birthday cake. In March Kevin Struxness and Jeff Chase will be the guests at the birthday party.

Lassen II

Lassen II welcomes two new day students. They are Dwain Loftin and Robert Loftin.

Winners of the Lassen II room contest were treated to dinner at Griswold's. Congratulations to Charles Erickson, Leopold Vasquez, Mike Schwan and John Crouch.

For his birthday Howard Varner was surprised with a minibike.

Leopold Vasquez and his family attended his sister's wedding in Yuma, Arizona.

Football season ended with awards going to Danny Everage, Jeffrey Calhoun, Mike Schwan, Robert West and Freddie Herrera.

Palomar I

A program has been initiated in which the boys of Palomar I go to Pachappa I, II, and III, and Rubidoux II for storytelling. They read to the children using sign language and finger spelling, and are scheduled two or three times a month on Wednesday evenings. Among those who participate from Palomar I are Bob Carbine, Bruce Fry, Ken Sorkin, Steve Summers, and Robert de Beck. They are assisted by Kathy Taylor, Maria Carillo, Susan Springer, and Sharon Roller from the high school.

A happy afternoon was spent celebrating the birthday of Robert de Beck at the Fox Theater in Riverside seeing The Planet of the Apes, and Beneath the Planet of the Apes. Don Caldwell, Sharon Roller, John Foronda, Cindy Alvarado, Mike Adams, and Kathy Taylor were there.

Palomar boys attending the Explorer's Outing were Danny Clonts and Mike Olivera. They had a very interesting trip to the town of Calico and the Ghost Town.

Our toy drive has just begun, with 10 days in which to gather toys for the younger children. Those in Palomar I who are helping are Ken Sorkin, Ken Roberts, Gerry Winebrinner, Walter Gavin, and Bob Carbine.

Between wrestling, basketball games, and high schoool semester exams, Palomar I boys are keeping busy. Many enjoyed the trip to Berkeley on January 28.

Palomar II

Welcome to Craig Marshall who is a new student. He is from the Chicago area and attended the Illinois School for the Deaf in Jacksonville which is about 300 miles from Chicago. Craig was born in Kansas and is 15 years old. We hope you will like CSDR and make many new friends.

The following boys have taken some interesting trips recently: Everette Harvey went to New Mexico, and Richard Smith attended the 83rd Tournament of Roses Parade. Pat Young flew to Philadelphia to visit his family for a couple of weeks. He said it was cold back east but he had an enjoyable trip.

Kevin Watkins rode his 10 speed bike from Torrance to North Hollywood and Van Nuys a total of 45 miles in one day.

Keith Brown went rabbit and duck hunting.

It sounds as if Chuck Bill is the champion clam digger of Huntington Beach. Last weekend he dug up 20 and this weekend he got 27. He says his Dad can eat them raw but Chuck can't quite accomplish that, yet.

Palomar III

Palomar III boys entertained the Shasta IV girls in the living room on January 20. Cake, punch, and a lot of laughter made the evening enjoyable for everyone.

During Christmas vacation Matthew Brandfield spent a week at Pismo Beach riding a mini-bike and his new go-kart that he received as a gift during the holidays. Phillip Weishar went to Las Vegas with his family. He tells us that he had a very good time there on New Year's Eve. Michael Silva got a special Christmas present. His parents returned from Africa. They had traveled through Kenya, Uganda, and Tanzania. Michael now knows more about Africa geography and culture than any other boy in Palomar III.

Shasta II

Christmas vacation was enjoyed by all and now we are looking forward to a very successful New Year.

Jill Meinke and her family spent Christmas in Dallas, Texas visiting relatives they had not seen in six year.

Carolyn Foster also enjoyed her vacation away from home. She spent Christmas in Texas and enjoyed seeing snow in New Mexico.

Many girls received interesting gifts. Alwayne Grim was surprised with a ten speed bike. Janet Mertz was excited about her ten speed plus a T.V. for her room.

Judy Seid, Brenda Branton and Carol Corliss are all a year older. Hope they had a happy birthday.

Shasta IV

Christmas vacation was a very special occasion for Donna Kennedy. Her parents informed her that she had a new baby brother on November 30. and vacation was the first opportunity she had to get acquainted with her brother Tyrone.

Sandra Thrapp also had a very enjoyable vacation. She spent part of her free time teaching some of her friends how to do macrame. On New Year's Day, she went to see the Rose Parade with some family friends. It was her first visit to the parade and she was amazed when she found out the beautiful floats are actually covered with real flowers.

Shasta IV has had two very enjoyable parties with Palomar III and are looking forward to being entertained by Palomar III in the near future.

Three CSDR Graduates Named to Gallaudet College Dean's List

Three graduates of the California School for the Deaf, Riverside, have been named to the Dean's List at Gallaudet College for the 1971 fall semester.

Melinda K. Moore is a junior majoring in history at Gallaudet, the world's only accredited liberal arts college for the deaf. She is corresponding secretary of the Home Economics Club and chairman of the Teacher Evaluation Commission. A 1969 graduate of CSDR, she is the daughter of Mr. and Mrs. Boude C. Moore, Jr., 17537 Oak St., Fountain Valley.

Hedy M. Udkovich, who graduated from CSDR in 1970, is a sophomore at Gallaudet, where she is vice president of the Class of 1974 and secretary to the Student Body Government vice president of student publications. She is the daughter of Mr. and Mrs. Louis Udkovich, 17144 Lorne Street, Van Nuys.

Also a sophomore at Gallaudet and a 1970 CSDR graduate, Daisy M. Slagle is treasurer of Phi Kappa Zeta sorority and a member of the Home Economics Club, women's volleyball team and the Student Body Government appropriations committee. She is the daughter of Mr. and Mrs. Forrest Mahy, 1476 Crown View Dr., Corona.

Do You Have A Moment —

(Continued from Page 2)

The director of staff development is concerned with in-service training aimed at educating all personnel connected with this school in the problems of educating deaf children. Through this program we hope to involve everyone and through their understanding be able to do a better job.

In closing, I would like to say again, these past ten years have seen many improvements. I am sure there will be as many more in the next ten years. Your confidence and support have made many changes possible and we hope this confidence will continue.

James A. Hoxie
Assistant Superintendent
for Instruction

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Mrs. Bea Harvey, Mrs. Frances Lawrence and Mrs. Faye Parker, Secretaries to Principals

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